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ABSTRACT

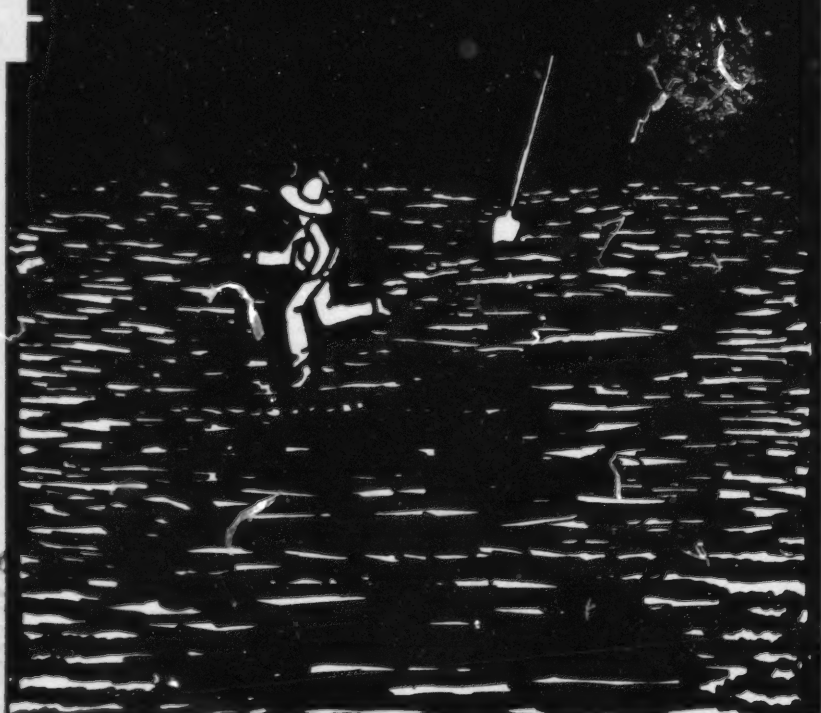
Since there was little educational opportunity for those interstate secondary migrant students from Texas and California who worked in the fields throughout the day, the North Franklin School District Night School was begun in 1971. During that time, one teacher was hired full time through the Title I Migrant Program. For the next 2 years, the teacher tutored at the labor camp with the help of a teacher's aide. Due to the increase in student enrollment, more teachers were added to the staff in 1973. The project was also moved from the camp to Mesa Elementary School. At present, there are over 50 migrant students, 6 teachers, and 1 teacher's aide involved in the program. Project goals are to: (1) recruit secondary migrant students who have been attending high school in Texas, California, and/or other states; (2) enroll these students in the Mesa Night School; (3) obtain the students' previous high school schedules and develop corresponding schedules to continue their education; and (4) transfer the students' completed credits back to their original high schools on official North Franklin School District High School transcripts. (NQ)

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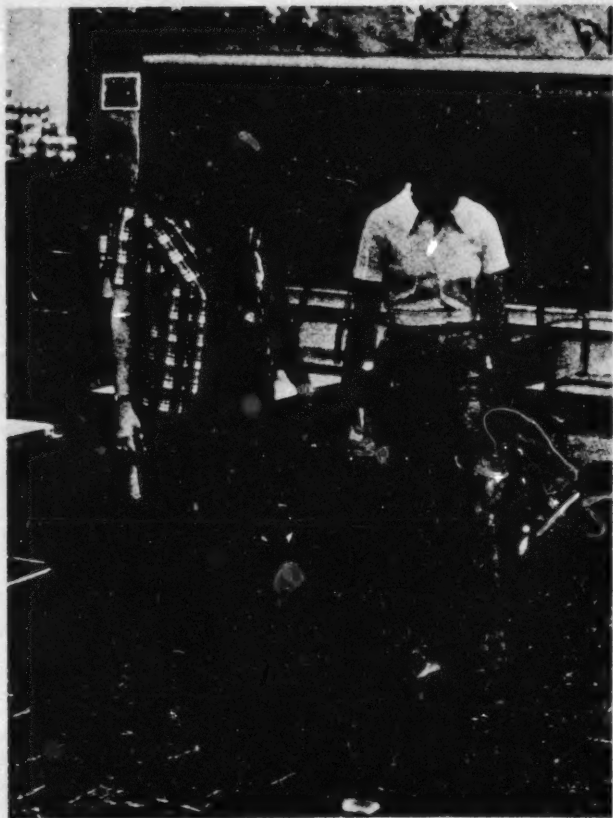
NIGHT SCHOOL FOR SECONDARY MIGRANT STUDENTS

The Texas-Washington Secondary Credit Exchange project got its beginning in the spring of 1970 when a Connell second grade teacher, Miss Georgia Harter, recognized a need and volunteered her time to fulfill that need. With the migrant families streaming into the area for seasonal work, the North Franklin School District had already developed a daytime migrant program. However, there was little educational opportunity for those interstate secondary migrant students from Texas and California who worked in the fields throughout the day. Georgia Harter got acquainted with six such students and volunteered to tutor them at night in their homes at the labor camp near Mesa. It was arranged for them to receive credit for the work they completed toward graduation requirements.

Because of Miss Harter's success with those six students, the next spring she was hired full time through the Title I Migrant program. For the next two years she tutored at the camp with the help of a teacher's aide, Miss Mari Cerna. In 1973 the student night school enrollment had increased so much, more teachers were added to the staff and the project was moved from the camp to Mesa Elementary School.

[1974]

At present there are over fifty migrant students, six teachers, and one teacher's aide involved in the North Franklin School District Night School.



Aide Luvinia Benavides practices a Mexican folk dance with a student.

THE PROJECT GOALS

1. Recruitment

To recruit secondary migrant students that have been attending high school in Texas, California, and/or other states.

2. Enrollment

To enroll these students in the Mesa Night School.

3. Scheduling

To obtain the students' previous high school schedules and develop corresponding schedules to continue their education.

4. Accreditation

To transfer the students' completed credits back to their original high schools on official North Franklin School District High School transcripts.

This years night school started April 7. The influx of migrant workers usually begins in early April. At this time Mrs. Josie Cerna, a bilingual home consultant, contacts migrant families to inform and recruit.



Home visitor Josephine Cerna at work.



Once enrolled, students are tested for proper placement in designated classes. After evaluating their daily schedule from their previous high school, the student is placed in similar classes. Classes here are three-hour long sessions every Monday, Tuesday, and Wednesday evenings. The student receives both individual tutoring as well as group instruction. Mr. Roy Mohondro, the head teacher, gives the students a complete schedule of time and room assignments so they can easily orient themselves. The school also includes a half-hour recreation session before the regular classroom work.



Playing basketball



Classroom studies

Several favorable comments are made on the relaxed, informal atmosphere and good rapport the teachers have with the students. "We don't want to hassle them, and they don't hassle us. They come here because they want to learn, and we do all we can to teach."

Occasional speakers have been invited to talk to the class. One guest was Mr. Augie Rios, the head of minority affairs at Columbia Basin College in Pasco, Washington who talked about opportunities for migrant students who seek higher education.

The night school does not end completely at the close of the regular school year. If the students choose to, they may continue through summer night school. An anticipated twenty-five students should attend this coming summer.

The Supervisor of Migrant Education, Mr. Raul de la Rosa reviewed the project, liked it, and contracted a consulting firm to determine the feasibility of a statewide project and derive an operational plan.

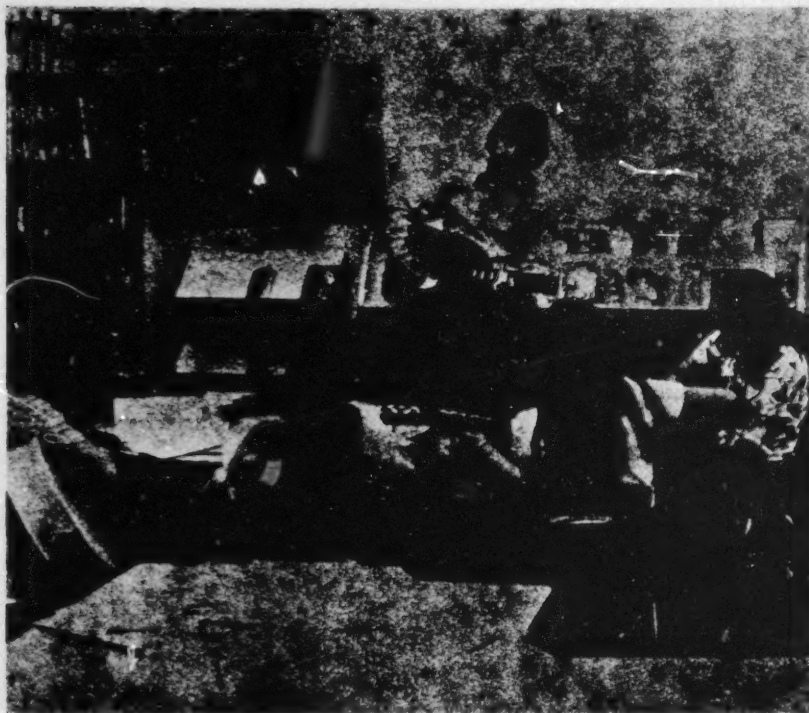
This past February, Mr. Dave Randall, Federal Project Coordinator. Mr. Louis Ochoa, chairman of the North Franklin Parent Advisory Council, and Mr. Ed Rios, a consultant for Educational Factors Inc., traveled to Texas to visit the hometowns of some of their common students. In each district the administration was very receptive to ideas concerning educational improvements for migrant students.



State project coordinator, David Randall with Mr. Louis Ochoa, Parent Advisory Committee chairperson.

After returning, Mr. Ed Rios called a conference in San Francisco. Four superintendents from Texas and four superintendents from Washington state attended the conference with five other key representatives. The appointment of coordinators from the two states resulted from the meeting. These were Mr. Ricardo Perez for Texas, and Mr. Dave Randall for Washington.

The project has grown and improved since its beginning. Even more plans are being made for the future. Transcripts, schedules, and student information exchanges between the states could be made faster and more efficiently. Curriculum sharing from previous highschools can enable students to pick up where they left off in a course. Mr. Roy Mohondro expects an even larger enrollment next year. If so, both staff and class diversity will be added to the school.



Teacher Dave Welch gives guitar lessons after school.

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